DOCUMENT RESUME

ED 186 763 CE 025 424

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TITLE Therapeutic Recreation: A Curriculum Planning and Resource Guide.
INSTITUTION Conserva, Inc., Raleigh, N.C.
SPONS AGENCY Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
PUB DATE Jan 80
CONTRACT R-35-30-X-0222-206
NOTE 25p.; For related documents see CE 025 423-430.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Advisory Committees; *Allied Health Occupations Education; Annotated Bibliographies; Associate Degrees; *Curriculum; *Curriculum Development; Disabilities; Educational Certificates; Educational Equipment; Educational Facilities; Employment Qualifications; Labor Needs; Occupational Information; Postsecondary Education; *Program Development; *Rehabilitation; Resource Materials; Teacher Qualifications; *Therapy; Vocational Education
IDENTIFIERS Emerging Occupations; Illinois; *Therapeutic Recreation

ABSTRACT

This curriculum resource guide, one of seven developed by the State of Illinois to present information on new and emerging curricula existing in the nation, can be used as a basis for local educators to determine the resources needed to offer therapeutic recreation technician curriucla and to initiate curriculum development at the local level. Chapters 1 and 2 contain an introduction and procedures for using the guide. Chatper 3 describes the job duties and typical employers of therapeutic recreation technicians. In chapter 4 alternative curriculum approaches are presented--an associate degree program and a certificate program. Chapter 5 discusses these resources required to implement the program: curriculum advisory committee, facilities and equipment, and instructor qualifications. The final chapter contains fourteen abstracts of curriculum and instructional materials: information provided includes title, author(s), availability, and price. Appendixes include lists of schools that offer technician coursework in therapeutic recreation and related agencies/organizations and journals/periodicals. (A report on the project that identified the seven new and emerging occupations is available as CE 025 423. See Note for other curriculum resource guides in ERIC.) (YLB)

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THERAPEUTIC RECREATION: A CURRICULUM PLANNING AND RESOURCE GUIDE

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Department of Adult, Vocational and Technical Education
Research and Development Section

January, 1980

This Research Report was developed pursuant to Contract #R-35-30-X-0222-206 with the Illinois State Board of Education, Department of Adult, Vocational and Technical Education, Research and Development Section. Directors undertaking projects under such sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated, however, do not necessarily represent official Illinois State Board of Education opinions or policy.

CE 025 424

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PREFACE

In 1978 CONSERVA, Inc. was awarded a contract by the Illinois Department of Adult, Vocational, and Technical Education (DAVTE) to identify new and emerging occupations within the State and to determine the types, levels, and distribution of new vocational education curricula which are needed to meet the employment demands for skilled workers in those occupations. To accomplish the objectives of the project, CONSERVA staff undertook a search for potential new occupations through a review of similar national research efforts, recently enacted Illinois legislation, and technical and trade journals. Telephone contacts to identify new and emerging occupations were made with over 450 individuals nationwide, representing industries, educational institutions, professional and trade associations, government agencies, labor unions, service organizations, and private employers.

Through these cumulative efforts, seven occupations were identified which met pre-determined criteria defining new and emerging occupations, i.e., 1) the occupation has come into existence within the past decade; 2) the occupation is skilled or technical in nature, requiring at least six months of vocational education preparation but less than a four-year college program; 3) there are no or limited vocational education programs within Illinois which are preparing students to enter the occupations; and 4) information is currently available which reflects an anticipated shortage of workers within the State over the next five years. The seven identified new and emerging occupations are:

- Biomedical equipment technician
- Industrial hygiene technician
- Podiatric assistant
- Therapeutic recreation technician
- Swine confinement facility assistant manager
- Solar energy technician
- Halfway house manager

In order to hasten the inauguration of curricula for these new and emerging occupational areas, the Illinois Department of Adult, Vocational and Technical Education (DAVTE) awarded a second contract to CONSERVA. The purpose of that project was to locate new and emerging curricula that are currently in existence in the nation, to obtain available curriculum documentation for each of the seven occupational areas and to incorporate that information into seven curriculum resource guides. This volume represents one of the products of that effort, a curriculum resource guide which can be used as a basis for initiating a curriculum for preparing Therapeutic Recreation Technicians.

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I. INTRODUCTION

Therapeutic Recreation Technicians (TRTs) are employed by hospitals, developmental disability centers, municipal recreation departments and other human service agencies and organizations to increase the functioning of handicapped individuals through leisure services. The use of recreation as therapy can be traced back to 3,000 B.C. to the Chinese who utilized medical gymnastics to promote health (Kraus, 1978). In modern times, the institution of recreation programs in World War I hospitals and convalescent centers established therapeutic recreation as an effective treatment modality. A quarter of a century later, the nation's concern for the physical, social and economic welfare of its disabled veterans of World War II stimulated an unprecedented demand for therapeutic recreation workers. By the early 1970s, the scope and responsibilities of the profession had grown to such an extent that holders of baccalaureate and graduate degrees were involved primarily with administration and research. This situation created a need for therapeutic recreation para-professionals to work directly with clients.

The demand for therapeutic recreation technicians is high within Illinois. A recent study estimated that the 1978-1983 demand for TRTs would be 778 (Spetz, et al., 1978). The three existing Illinois programs for preparing TRTs have graduated an average of about 35 persons annually over the past several years. At this rate, these programs will not fulfill the pressing need for therapeutic recreation technicians in Illinois.

This curriculum planning and resource guide was prepared to serve as a basis for local educators to determine the resources needed to offer TRT curricula and to initiate curriculum development at the local level. The difficulties and expense of developing curricula for a relatively new occupation such as TRT are well documented (Meleen, et al., 1976; Nelson, 1978; Spetz, et al., 1978; and Forgione and Kopp, 1979). This guide is intended to facilitate TRT curriculum development in Illinois by taking full advantage of related curriculum-development efforts of institutions across the nation.

Essentially, the curriculum planning and resource guide is a synthesis of curriculum materials currently being used to offer technician training in therapeutic recreation. It consists of a description of job duties, suggested curriculum options, program resource requirements, abstracts of curricular materials and appendices listing further sources of information. Information presented in the guide was obtained from existing technician curricula in therapeutic recreation (see Appendix A). These curricula were identified through extensive contacts with State vocational education agencies, professional associations and local institutions offering TRT curricula. In most instances, representatives of TRT curricula graciously provided CONSERVA with documentation of available curriculum materials and offered assistance in identifying instructional materials, resource requirements, and other useful information. Contacts made with educational publishers and producers of audio-visual instructional materials served to identify and procure textbooks and other learning materials available for providing instruction in TRT.

Suggested procedures for using the curriculum planning and resource guide are presented in the next chapter, which describes a five-step curriculum development process keyed to the contents of this guide. This is followed by chapters describing TRT job duties, alternative curriculum approaches and program resource requirements. The final chapter presents abstracts of available curriculum and instructional resources.

II. PROCEDURES FOR USE

Presented in this chapter are procedures for using this guide as a resource in the planning, organization and development of a technician curriculum in therapeutic recreation. The approach advocates the reliance on existing TRT curricula which have been developed by other institutions. Though it is seldom practical or feasible for an institution to adopt an existing curriculum in its entirety, the work of others does offer a solid foundation upon which to base planning and development activities. The steps outlined below illustrate how the materials presented and referenced in this guide can be utilized in initiating a technician curriculum for therapeutic recreation, an occupation which has been determined new and emerging in Illinois, yet one for which there are established curricula.

The curriculum development process in summarized in Table 1, accompanied by a rationale for each of the procedural steps and references to relevant sections of the resource guide. The procedures elaborated upon below assume experience in curriculum development on the part of the reader. Steps which are well-known to those with such experience are briefly outlined and linked to relevant information presented in this guide. In those instances where traditional curriculum development procedures are not appropriate due to the newness of the occupation, further elaboration is provided.

Table 1.
Curriculum Planning and Development for New and Emerging Occupations

Step	Purpose	Reference
1. Determine area or regional employment opportunities and extent of student interest	To justify offering the program	Figure 1 Chapter III
2. Establish curriculum advisory committee	To obtain advice on the structure and content of the curriculum and the methodology to be utilized in instruction	Chapter V Appendices B, C
3. Verify, modify, and refine job competencies and/or duties	To align general duties with specific local employment requirements	Chapter III
4. Assess resource requirements	To determine institutional capability to offer the program	Chapter V
5. Develop curriculum	To align resources with job competencies and student interests and qualifications	Chapters IV, V, VI

Step 1. Determine Area or Regional Employment Opportunities and Student Interest

The first step in planning a technician curriculum for therapeutic recreation is to determine the demand, in terms of employment opportunities and student interest, for offering training in the occupational area. Five-year projections of regional demand for TRTs have been estimated using data on the number of TRTs employed and the predicted growth rate of the occupation (Spetz, et al.). These projections, which are portrayed in Figure 1, can serve as a preliminary estimate of employment demand. However, since the estimates are based on secondary sources of regional employment demand, they are subject to local fluctuations. Thus, if the regional estimates indicate a potential need for a technician program in therapeutic recreation, a more in-depth investigation of the demand should be undertaken. This will first involve conferring with other postsecondary and/or proprietary schools in the region to determine whether any of those institutions are planning to respond to the need by developing similar curricula. Findings from such conferences could result in the need for joint developmental efforts or a determination that only one operating curriculum is necessary to meet the regional demand. In the latter case a joint decision between the institutions and the appropriate State agency as to the most qualified and/or cost efficient institution(s) to offer training should be sought.

The next step is to refine the preliminary demand estimates through a survey of the potential employment community. Job duties and typical employers of TRTs are listed in Chapter III of this report. That information may be used as a basis for the development of survey instrumentation and selection of a sample of employers. It will be necessary to include a TRT job description in the instrumentation. This will ensure that employers are responding to similar positions even if the position is not referred to as a TRT. Additionally, employers should be requested to list any discrepancies in the job description as compared to the duties of their TRT employees. Contacts made with employers during the survey process should further serve to reveal additional places of employment of TRTs, to identify potential curriculum advisory committee members and/or participants in a cooperative vocational education program, and to stimulate community interest.

The other component of demand which is necessary to estimate prior to curriculum development is student interest in, and qualifications for, the TRT curriculum. This is particularly important for ensuring sufficient enrollment when large expenditures, particularly for equipment purchases and instructional costs, are anticipated. The information on job duties (Chapter III) and typical curriculum and course requirements (Chapter IV) can help to determine potential student interest in enrolling in a TRT curriculum. Summaries of that information can be provided to career information or guidance centers and secondary school guidance counselors in the service area to obtain estimates of potential student interest.

Figure 1. 1978-1983 Regional Employment Requirements for Therapeutic Recreation Technician (Statewide Total = 778)

When the necessary information on students' interests is not directly available from the career information centers or guidance counselors, it may be desirable to conduct a survey of potential students. The sample could include students enrolled at the institutions, secondary students enrolled in both public and private institutions, and selected out of school populations such as persons employed in the related field of occupational therapy. Again, the information on job duties and curriculum and course requirements contained in Chapters III and IV can be summarized in the survey instrument. The results of the survey will not only provide information on student demand but also indicate the types of students the curriculum is most likely to attract—information that later will be useful in designing a curriculum. If the decision is made to offer the curriculum, these potential TRT students should be made aware of its availability.

Step 2. Establish Curriculum Advisory Committee

The second stage of the development process, provided that sufficient demand exists for the curriculum, is to establish a curriculum advisory committee. Since the committee will be heavily involved in subsequent steps in the curriculum development process, it is imperative that in the selection of members adequate consideration be given to individuals' qualifications in light of the responsibilities of the committee. Potential members of a TRT curriculum advisory committee are presented in Chapter V. Additionally, the institution may wish to include outside consultants on the advisory committee if sufficient local expertise exists. Additional information may be obtained from relevant agencies and organizations, in addition to consultants. Lists of potential consultants for developing a TRT curriculum and relevant groups are presented in Appendices B and C, respectively.

At the first meeting of the advisory committee, it is suggested that procedures for the operation of the committee, extent of authority, principal objectives and time schedules be established. Subsequent responsibilities of the committee will be to ensure that the curriculum is consistent with employer requirements and to facilitate placement of students.

Step 3. Verify, Modify and Refine Occupational Duties and Competencies

The development of job competencies can be a time-consuming and difficult task, particularly for new and emerging occupations. The task can be made less difficult by using the description of job duties presented in Chapter III as a basis for the process. Another source of useful information is the TRT curriculum guide developed by Kelley, et al., which contains expected student competencies upon completion of the curriculum.[1] Based on this information and input from the advisory committee and/or employers surveyed in Step 1, it will be possible to derive a set of job competencies reflective of the unique and general TRT employment requirements in the institution's service area.

Employer input may be obtained concurrently with the survey conducted in Step 1 by appending a list of duties or tentative competencies to the survey questionnaire. Employers are requested to rate duties, manipulative and communication skills, and technical knowledges as to their relevance to the occupation. For example, a five-point rating scale could be applied to a list of skills.[2]

5 - The skill is essential
4 - The skill is very important
3 - The skill is desirable
2 - The skill is not important
1 - The skill is not applicable

A similar scale could be applied to the rating of tasks and technical knowledges. Employers should also be given the opportunity to add to or modify the presented skills, tasks and technical knowledges. Based on the employer ratings and similar input from curriculum advisory committee members, duties and/or tentative job competencies can be refined to reflect the needs of the service area. These refined competencies should then be used in defining segments of a TRT curriculum.

Step 4. Assess Resource Requirements

In order to determine the capability of an educational institution to offer the curriculum, it is necessary to assess the capabilities of the instructional staff, facilities and equipment available to provide students with the needed manipulative skills, technical knowledge and communication skills. The available resources will have a definite impact on the structure of the curriculum developed in the next step. For example, if equipment necessary for

[1]An abstract of this document is contained in Chapter VI.

[2]From Johnson County Community College, Office of Institutional Research. "Employer Manpower Needs and Job Entry Requirements for Biomedical Equipment Technician."

teaching laboratory skills is not available, a cooperative program may be considered.

The types of equipment, facilities and instructors necessary for implementing a TRT curriculum are presented in Chapter V. With the assistance of the curriculum advisory committee, suggested resources should be evaluated in light of the refinements in job competencies made in Step 3. Additions or changes to resource requirements may be necessary to align them with unique area or regional employment requirements. The resources of the institution should then be assessed as to whether they are adequate to meet the requirements of a TRT curriculum. When resources are lacking, outside assistance could be solicited; e.g. equipment contributions from employers or manufacturing firms, supplementary guest lectures or field trips. Cooperative arrangements with TRT employers, consisting of on-site learning opportunities for students, could also serve to lessen the burdens of expenditures for equipment and instructional resources

Step 5. Develop Curriculum

At this point, it will be appropriate to determine the curriculum objectives and course progression, instructional materials, and methods and modes of instruction to be used in teaching students the necessary competencies to function as therapeutic recreation technicians. Curriculum advisory committee input is most important during this phase of the curriculum planning phase. Suggested TRT curriculum options, which are based on curricula currently in use in institutions across the nation, are presented in Chapter IV. Dependent on institutional resources, area or regional competency requirements and anticipated student interests and qualifications, one or a combination of the curriculum options may be selected. Curriculum and coursework content may then be modified or expanded to address curriculum objectives and unique service area and institutional requirements. Other curriculum guides and materials obtained from existing programs are abstracted in Chapter VI. These guides and materials may be of further use in determining the appropriate curriculum and will be available for local review from the East Central Curriculum Coordination Center in Springfield.

Once the curriculum has been outlined and course objectives established, appropriate instructional materials for achieving the objectives will need to be identified. This process can be facilitated by reviewing the abstracts of instructional materials presented in Chapter VI. The abstracts should be reviewed with the following considerations in mind:

- Relationship of the material to course objectives
- Consistency of the material with mode and methods of instruction
- Compatability of the material with students' anticipated levels of achievement
- Effectiveness of the material in presenting information
- Cost-effectiveness of the material

Selection of materials for instruction should of course be preceded by a critical review of the actual documents, audio-visual materials, etc.; however, alternatives may be narrowed down by examining abstracts contained in Chapter VI. A majority of the materials abstracted have been procured and will be made available by DAVTE to local educators for further review and assessment of learning possibilities.

The steps outlined in the foregoing discussion represent an approach to curriculum development that relies heavily on the developmental efforts of others. However, it is not suggested that an existing curriculum be adopted in whole without giving due consideration to the transferability of such components as regional employer requirements, student needs and resource and institutional requirements. The value of a curriculum advisory committee in addressing these considerations has been stressed throughout the curriculum development process. If the recommended steps are taken in the planning and development of the curriculum, the guide may serve to eliminate duplication of effort and as such can represent a cost-effective approach to curriculum development.

III. JOB DESCRIPTION

This chapter describes the job duties and typical employers of therapeutic recreation technicians. The information is intended for use during two discrete steps of the curriculum planning process. First, it can serve as a guide when contacting employers and students to determine employment opportunities for TRTs and student interest in enrolling in a TRT curriculum. Secondly, the general information on job duties can be used by employers and advisory committee members to derive competencies so as to ensure that the curriculum will be responsive to the specific TRT occupational skills, technical knowledge and communication skills needed in the service area.

The therapeutic recreation technician teaches physically, mentally or socially handicapped clients leisure skills to facilitate their habilitation or rehabilitation. This work usually is performed under the supervision of a person with a baccalaureate or graduate degree in therapeutic recreation or a related field. Even though TRTs perform in an assisting capacity, their responsibilities and duties require planning, leadership, instructional and group observation skills. The technician provides assistance in assessing program needs, setting goals and planning, as well as conducting and evaluating program activities. The TRT works directly with clients to develop individualized, goal-related activity plans based on client needs, abilities and interests. The development of these plans requires the technician to be knowledgeable of the mental and physical requirements of various leisure activities, and to envision how these activities can be modified or adapted to allow the participation of handicapped clients. Depending upon the client's goals, abilities and desires, and also upon the resources available, the technician leads or instructs clients in such activities as arts and crafts, music, drama, dancing, gardening, games, hobbies and service projects. A technician may choose to specialize in an area such as the teaching of arts and crafts. Based on his or her observations, the technician maintains records of client participation and progress in the activities. The TRT may also keep records of supply and equipment inventories.

The therapeutic recreation technician may be employed in treatment and non-treatment settings. Examples of treatment facilities include physical rehabilitation centers, skilled care facilities, mental health centers, acute care hospitals, developmental disability centers and prisons. Non-treatment settings include municipal recreation departments and homes for the aged.

The National Therapeutic Recreation Society (NTRS) has a voluntary certification program for therapeutic recreation technicians. The society recognizes two levels of technicians. The standards for each level are given below.

Therapeutic Recreation Technician I

- Successful completion of NTRS approved 750-hour training program for Therapeutic Recreation Technician I

Therapeutic Recreation Technician II

- Associate of Arts degree from an accredited college or university with an emphasis in therapeutic recreation; or
- Certification or other proof of satisfactory completion of two academic years of study in recreation with an emphasis or option in therapeutic recreation and current employment in therapeutic recreation; or
- Certification or other proof of satisfactory completion of two academic years of study in a skills area (Physical Education, Drama, Arts and Crafts, Art, Dance or Music) and two years of professional work experience in therapeutic recreation.

IV. CURRICULUM APPROACHES

This chapter provides information on the structure of TRT curricula and the content of specific courses designed to provide students with the various occupational skills and technical knowledge necessary for employment as therapeutic recreation technicians. The curricular structure and content reflect alternative approaches for TRT preparation. Each alternative is presented for consideration in light of institutional resources and service area needs; they are intended to serve as a framework for guiding TRT curriculum development within Illinois.

Community colleges have demonstrated the effectiveness of preparing therapeutic recreation technicians in both associate degree and certificate programs. The associate degree programs generally require two years to complete. The coursework emphasizes the technical knowledge required to design and conduct recreation programs for handicapped, the manipulative skills necessary to perform many leisure activities and the communication skills needed to establish rapport with co-workers and clients. In addition to classwork, students participate in field practicums where they are provided opportunities to gain in-depth understanding of the field through discussions with, and observations of, experienced therapeutic recreation personnel at work and through application, under supervision, of the knowledge and principles learned in the educational institution.

The nationwide survey of therapeutic recreation programs conducted in the present study identified only one certificate granting program. This program, located at Golden West College at Huntington Beach, California, requires two semesters of coursework. The curriculum provides an intensive study of recreation and therapeutic recreation augmented by several general education courses. The coursework stresses the development of the planning, leadership and communication competencies necessary to provide direct services to clients. Supervised work experience is an important part of the student's development.

The approach a community college may use to prepare therapeutic recreation technicians will depend upon factors such as employment demand for TRTs in the region, data relative to student needs and interests, and available institutional resources. The information needed to make these determinations will be collected in the surveys of the employers in the region, in student interest surveys (Step 1), and the assessment of institution resources and curriculum resource requirements (Step 4) in the curriculum development process described in Chapter II.

Associate Degree Program

The currently-operating associate-degree curricula in therapeutic recreation typically are located within more general programs such as recreation leadership or recreation and leisure services. The programs are structured so that students either formally pursue therapeutic recreation as an option within the program or select coursework so as to emphasize therapeutic recreation. In either case students take courses in recreation, therapeutic recreation and general education. The recreation coursework introduces the student to the nature of leisure activities in our culture, the role of the recreation professional, the procedures utilized in recreational program planning, and leadership techniques. In addition, students take skill courses such as dancing, lifetime sports and camping. The therapeutic recreation courses prepare the students to utilize their recreation knowledge and skills in working with handicapped clients. The courses focus on the role of therapeutic recreation in the health care system, special population types and needs, institutional and community-based service delivery settings, activity analysis and medical terminology. General education coursework provides supportive skills in written and oral communication, human relations, and, sometimes, first aid.

A suggested curriculum for an associate-degree program in therapeutic recreation is presented below. The curriculum is based on an analysis of current offerings in therapeutic recreation curricula found in community colleges across the country, and a model two-year curriculum developed by Kelley, et al.[1] Following the list of courses are descriptions of the recreation and therapeutic recreation coursework.

Courses	Semester Credit Hours
Introduction to Leisure Services	3
Introduction to Therapeutic Recreation	3
Recreation Program Planning and Evaluation	3
The Role of Therapeutic Recreation Professionals	3
Activity Analysis and Selection	3
The Roles and Functions of Related Disciplines	3
Recreation Crafts	3
Recreation Electives (dancing, lifetime sports, etc.)	6
Field Practicum I and II	6
Psychology	3
Human Relations or Sociology	3
Humanities (music and drama)	3
English Composition	3
Communication Skills	3
Mathematics	3
Biology I	3
Health	3
First Aid	3
Elective	3
TOTAL HOURS	63

Introduction to Leisure Services. This course helps the student to understand the nature of leisure activities in today's society. The historical and philosophical foundations of leisure, recreation and parks are presented. The role and purpose of leisure activity are defined, and the determinants of leisure behavior identified. The different types of recreational pursuits in our culture are reviewed. Professional career opportunities, organizations, and literature are delineated. An important outcome of this course should be an increased awareness on the part of the student of the role of leisure in the student's own life.

Introduction to Therapeutic Recreation. This course surveys the field of therapeutic recreation and provides students with a conceptual framework on which to base further learning. The course traces the historical development of therapeutic recreation and presents its philosophy of service. The current issues, trends and employment opportunities in therapeutic recreation are explored. Therapeutic recreation terminology is defined. The special populations to be served are described in terms of needs, interests and behavior patterns. Appropriate activities, recreational programs and leadership techniques for each special population are reviewed. The course includes information on typical

[1]The Kelley, et al. model is the basis for the therapeutic recreation curriculum offered by three Illinois community colleges: Moraine Valley Community College, Parkland College, and Triton College. See Chapter VI for an abstract of the model.

treatment and community-based settings for therapeutic recreation service delivery. Individual treatment planning, referral and evaluation techniques are described. Professional organizations and resources are identified.

Recreation Program Planning and Evaluation. This course gives students the basic knowledge required for designing and carrying out recreational programs. Factors which must be taken into consideration in program planning are reviewed. Students learn techniques for defining program goals and objectives. Different types of programs are introduced, along with methods for developing programs to accomplish program/client goals and objectives. The course identifies elements of program organization and administration. Methods for evaluation of recreational programs are covered. Also included are the utilization factors and requirements of recreational resources.

The Role of Therapeutic Recreation Professionals. This course is designed to give students an understanding of the therapeutic recreation professional. The therapeutic recreation process for effecting client change is described. The various roles that therapeutic recreation professionals play in this change process are described, along with the different public and private systems used in the delivery of therapeutic recreation services. Modes of professional development are given. Therapeutic recreation and related professional organizations are described, as well as current trends and issues affecting the direction of the therapeutic recreation field.

Activity Analysis and Selection. The attention of this course is focused on the analysis, selection and adaptation of recreational activities in the therapeutic process. The types of recreational activities used in programs for various special populations are described. Students study procedures for determining the components of the activities. Factors to be considered in activities selection are given. Methods for adaptation of activities to meet the unique needs of individual clients are presented.

Recreation Crafts. This course surveys craft media and activities. The student is given the opportunity to lead craft projects for different age and client groups in a variety of recreational settings. Attention is given to planning, organizing, selecting materials and supplies and conducting and evaluating craft programs.

The Roles and Functions of Related Disciplines. The basic purpose of this course is to provide students with an understanding of the roles and responsibilities performed by health-oriented professionals. The roles and functions of related activity disciplines such as occupational therapy and health-related disciplines, such as medicine and vocational rehabilitation, are defined. The roles of therapeutic recreation professionals as members of a professional team are described.

Field Practicum I and II. Working under professional supervision, the student gains practical experience in the delivery of therapeutic recreation services to clients. Students are provided the opportunity to apply the therapeutic recreation principles and procedures learned in the classroom in program design, leadership, activity coordination and other areas.

Certificate Program

A second alternative community colleges may use to prepare therapeutic recreation technicians is a certificate program. As noted earlier, Golden West College in Huntington Beach, California, offers a certificate curriculum. The curriculum encompasses courses that provide an orientation to therapeutic recreation, agencies involved in the care and treatment of the ill and disabled, concepts of illness and health, medical terminology, program planning, group dynamics, leadership skills, principles of organization and administration, and field work experience. The courses and recreation course descriptions of this curriculum are presented below.

The National Therapeutic Recreation Society has developed a 750 contact-hour curriculum for preparing therapeutic recreation technicians.[1] The curriculum consists of eleven content modules containing objectives, strategies for achieving the objectives and indices of student learning. The Golden West College and NTRS curricula closely parallel each other in content. Following the descriptions of Golden West College courses, Table 2 shows the content relationship between the NTRS modules and these courses.

Courses	Semester Credit Hours
Leadership of Recreation Craft Activities	2
Therapeutic Recreation Seminar and Practicum I	2-3
Therapeutic Program Planning and Development	3
Therapeutic Recreation Seminar and Practicum II	2-3
Introduction to Activity Analysis	1
Playground Program Development and Leadership	2
Recreation Leadership Methods and Techniques	2
Social Recreation Leadership	2
Recreation Leadership of Performing Arts Activities	3
Introduction to Therapeutic Recreation	2
Man and Disease	2
Speech Communication Skills or Interpersonal Communication	3 (3)
First Aid	1
Human Growth and Development	3
TOTAL HOURS	30-32

Leadership of Recreation Craft Activities. This course acquaints students with the underlying philosophy of craft projects as they relate to various recreation programs and activities. Basic craft activities, required resource materials, and sources of materials are described. The factors which must be taken into consideration in the organization of the crafts activity program are covered. Students study crafts activity leadership techniques.

Therapeutic Recreation Seminar and Practicum I. Students are given the opportunity to become acquainted with the basic role of a therapeutic recreation specialist through placement in a treatment center or with a community-based agency serving the ill and disabled. Through lectures and their work experience, the students will acquire an overview of therapeutic recreation services, become familiar with medical terminology and different types of disability groups, and learn standard records/charting procedures.

Therapeutic Program Planning and Development. This course is designed to provide students with the skills and techniques necessary to plan and develop therapeutic recreation programs. Program planning and development is discussed in terms of the hospital, the physically handicapped, the mentally ill and handicapped, and the aged. Factors affecting client participation in recreation programs are reviewed. The course presents methods of developing program objectives. Needs assessment, program

[1]Chapter VI contains an abstract of the guide entitled *A Modular Training Program for Therapeutic Recreation Technician I*, which describes the curriculum.

planning, program implementation and program evaluation are given. Techniques for identification and utilization of community resources are presented.

Therapeutic Recreation Seminar and Practicum II. This course is designed to assist the student in integrating previous and present learnings in the treatment center or community-based agency serving the ill or disabled. This combination lecture/work experience course offers students a review of medical terminology, and opportunity to become further versed in the dimensions of organizations such as policies, administrative practices, in-service training, public relations, and records and reports.

Introduction to Activity Analysis. This course prepares students to select and apply an activity or an entire program for purposeful intervention and goal-directed achievements for clients. The course content covers activity analysis concepts, processes, and program planning for individuals and selected groups.

Playground Program Development and Leadership. This is a theory and activity course focusing upon leadership of playground recreation activities. Playground leadership is defined, and its characteristics and responsibilities presented. Different types of playground recreation activities are described along with methods and techniques for planning, organizing and conducting these activities.

Recreation Leadership Methods and Techniques. The theory, principles and practice of effective leadership techniques for various recreation groups are presented in this course. The course begins with a definition of leadership and review of leadership theories. The function of leadership in recreation is presented. The leadership process, principles of effective leadership and techniques for evaluation of leadership are covered.

Social Recreation Leadership. Methods and materials for planning, organizing, conducting and evaluating social activities for group social situations are presented. The course emphasizes the mechanics of planning, techniques of presentation and a repertoire of methods for presenting social recreation activities. Activities are discussed, demonstrated and participated in.

Recreation Leadership of Performing Arts Activities. This course focuses upon effective recreation leadership in performing arts activities such as music, dance and drama. The course also includes rhythmics, puppetry and pageantry. Instruction focuses on the organization and leadership techniques of the recreation activities, rather than on the mastery of performance skills.

Introduction to Therapeutic Recreation. This course is designed to give students a basic understanding of the role of therapeutic recreation and its relationships to other disciplines. An overview of the field and a rationale for therapeutic recreation service are presented. Agencies and institutions providing services to the ill and handicapped are described in terms of settings, trends in human service delivery systems, the role of therapeutic recreation within these organizations, the interaction of therapeutic recreation with other human service disciplines within these agencies and professional ethics.

Table 2

Relationship Between National Therapeutic Recreation Society and Golden West College Therapeutic Recreation Technician Curricula

NTRS Modules	GWC Courses in which Modular Content is Present
I. An Orientation to Therapeutic Recreation Service	Introduction to Therapeutic Recreation
II. Agencies, Institutions and Teamwork Involved in Delivering Therapeutic Recreation Services to Special Populations	Therapeutic Recreation Practicum I Therapeutic Recreation Practicum II Introduction to Therapeutic Recreation
III. Introduction to Human Growth and Development Throughout the Life Cycle	Human Growth and Development
IV. Basic Information on Disabling Conditions	Man and Disease
V. Communication Techniques	Speech Communication Skills Interpersonal Communication
VI. Dynamics of Group Leadership	Recreation Program Leadership Methods and Techniques
VII. Recreation Activity Skills	Leadership of Recreation Craft Activities Playground Program Development and Leadership Social Recreation Leadership Recreation Leadership of Performing Arts Activities
VIII. Activity Analysis	Introduction to Activity Analysis
IX. Program Planning and Development	Therapeutic Program Planning and Development Playground Recreation Program Leadership
X. Administrative Practices	Therapeutic Recreation Practicum I Therapeutic Recreation Practicum II Introduction to Therapeutic Recreation
XI. Practicum	All Recreation Courses

Discussion

The previous sections have described two curricula Illinois community colleges may consider as a basis for initiation of therapeutic recreation technician programs. More detailed information concerning the curricula on which they are based is contained in *Therapeutic Recreation Technician: Supplementary Curriculum Materials*, available from the East Central Curriculum Coordination Center in Springfield.

Several potentially valuable sources of information concerning the preparation of therapeutic recreation technicians exist within Illinois. Three Illinois community colleges have conducted therapeutic recreation technician programs for several years. These institutions are Moraine Valley Community College, Parkland College and Triton College. The experiences of these colleges should be of significant benefit to others in their efforts to develop similar TRT Programs.

Useful information may also be obtained from the University of Illinois at Urbana. The University's Department of Leisure Studies has on its faculty several nationally recognized educators in therapeutic recreation. While the Department does not offer a two-year technician preparation curriculum, these staff members have a broad perspective of therapeutic recreation and the educational needs of professionals at all levels.

V. RESOURCE REQUIREMENTS

Presented in this chapter are the resources required to implement a technician program in therapeutic recreation. The first section outlines the composition of a curriculum advisory committee, which is an essential component of curriculum development and maintenance. This is followed by discussions of the facilities and equipment and instructor resources needed to implement a program. These two sections will be useful in (1) determining whether an institution possesses the resources essential to the establishment of a TRT curriculum and (2) planning for the acquisition of needed resources.

Curriculum Advisory Committee

Though a curriculum advisory committee performs almost entirely in an advisory capacity, its input to program development and maintenance is often critical. As noted in Chapter II, the advisory committee participates in most of the curriculum development process. Once a curriculum is established the committee continues to provide support by assisting in cooperative arrangements and job placement, reporting developments in the field which require curriculum modifications or equipment acquisitions, evaluating the performance of graduates, recommending curriculum modifications based on the evaluation and serving as a link between the school and the community.

The advisory committee for a therapeutic recreation technician program may be drawn from the wide variety of public and private organizations employing technicians. These organizations include those serving the mentally retarded, the mentally ill, the aged, the developmentally disabled, the physically handicapped and the incarcerated. Other appropriate agencies are municipal recreation departments and hospitals. The primary representation to be drawn from these organizations will be therapeutic recreation professionals. Their co-workers from related disciplines, such as social work, psychology, occupational therapy, and vocational rehabilitation, should also be considered. Professional administrators would provide a different, though complementary, perspective of the therapeutic recreation field and the competencies needed by therapeutic recreation technicians. After the program has placed graduates in the field, valuable input could be obtained from these former students who have "tested" the curriculum's merits through their own work experiences.

Facilities and Equipment

A therapeutic recreation technician curriculum has standard requirements for on-campus facilities (e.g., classrooms, library) on a per student basis. The curriculum does require the development of cooperative relationships with off-campus facilities where therapeutic recreation technician students can serve their practicums. Relevant facilities would include skilled nursing facilities, physical rehabilitation centers, acute care hospitals, mental health facilities, developmental disability centers, homes for the aged, municipal recreation departments and prisons.

A therapeutic recreation technician curriculum utilizes the equipment and material resources commonly found in the recreation, arts, crafts, music and drama curricula of community colleges. Examples include balls, tennis racquets, softball bats, paint brushes, easels, ceramic molds, stereos, records and puppets. Field trips and practicums are used to acquaint students with other types of equipment and devices (such as wheel chairs and prostheses) they are likely to encounter in serving handicapped clients. Thus, by being able to take advantage of existing resources a TRT curriculum imposes minimal equipment acquisition requirements upon a community college.

Instructor Qualifications

The most appropriate background for instructors in therapeutic recreation technician programs is an M.S. degree in therapeutic recreation and field experience. Suitable types of experience include program administration and providing direct therapeutic recreation services to clients. An applicant with an undergraduate degree in the field and experience or an M.S. degree in a related field with experience may also be well-qualified to teach in a therapeutic recreation program. Related fields include physical education, parks and recreation, occupational therapy and corrective therapy. If not as members of the regular teaching faculty, representatives from these fields could be included in courses as guest lecturers to give students additional insight into, and a broader perspective of, the topics being studied. Handicapped persons can be involved in classroom activities as invited participants to further enhance the quality of instruction.

VI. ABSTRACTS OF CURRICULUM MATERIALS

This chapter represents abstracts of curriculum and instructional materials that were identified during the process of procuring curriculum information from therapeutic recreation technician programs. Abstracts of curriculum guides are followed by abstracts of textbooks and references. These instructional materials provide a good foundation for offering coursework in therapeutic recreation. Other supplementary resources are journals or periodicals and standards. A list of relevant journals and periodicals is contained in Appendix D.

While the instructional materials presented in this guide provide a good foundation in terms of available instructional materials, the planner of a curriculum for TRTs would be well advised to keep informed of new developments in the ever changing field. Reading current literature; e.g., journals or newsletters, is one means of keeping informed. Additionally, by maintaining close contact with curriculum advisory committee members and employers of graduates, instructors will be able to adapt their programs of instruction to keep in step with methodological advancements.

Title:	A MODULAR TRAINING PROGRAM FOR THERAPEUTIC RECREATION TECHNICIAN I
Authors:	Doris L. Berryman, Frances B. Arje, Fred Humphrey, Claudette B. Lefebvre, and Jean Tague
Publisher:	National Therapeutic Recreation Society 1601 North Kent Street Arlington, VA 22209
Date:	1975
No. of Pages:	101
Price:	$40.00

This publication documents a 750 contact-hour curriculum developed by the National Therapeutic Recreation Society for training a Therapeutic Recreation Technician I (a registration level recognized by the Society). The curriculum is comprised of ten content modules plus one additional module for structuring practicum experiences. Each of the 11 modules contains a statement of learning objectives and suggested source materials for program coordinators, course instructors and the students. The 11 modules are entitled: 1) An Orientation to Therapeutic Recreation Services, 2) Agencies, Institutions and Teamwork Involved in Delivering Therapeutic Recreation Services to Special Populations, 3) Introduction to Human Growth and Development Throughout the Life Cycle, 4) Basic Information on Disabling Conditions, 5) Communication Techniques, 6) Dynamics of Group Leadership, 7) Recreation Activity Skills, 8) Activity Analysis, 9) Program Planning and Development, 10) Administrative Practices and 11) Practicum.

CURRICULUM GUIDE

Title:	THERAPEUTIC RECREATION: GUIDELINES FOR A COMPETENCY-BASED ENTRY-LEVEL CURRICULUM
Authors:	Jerry D. Kelley, Gary M. Robb, Wook Park, Kathleen J. Halberg, and Nancy J. Edwards
Publisher:	National Recreation and Park Association 1601 North Kent Street Arlington, VA 22209
Date:	Undated
No. of Pages:	183
Cost:	$9.00

This workbook contains guidelines for a competency-based entry-level curriculum in therapeutic recreation which was developed under the auspices of the Unit of Programs in Physical Education and Recreation, Bureau of Education for the Handicapped, Office of Education, U.S. Department of Health, Education, and Welfare. The book is divided into two parts. Part I presents the basic rationale employed in the development of the curriculum guidelines. It briefly reviews the methods employed in the development of the guidelines, provides the framework adopted for the translation of empirical competency data and content units or learning modules, discusses the pragmatic and theoretical problems encountered in formulating the curriculum design and gives a brief summary discussion of the central focus of content emphasized in each module. Part II provides the recommended guidelines for the training of entry-level professionals. As an introduction to these guidelines, attention is focused on establishing the basic frame of reference of the authors regarding three principal issues: (1) the current and future direction of the field of therapeutic recreation from a philosophical and pragmatic perspective, (2) the current and future employment expectations for workers in the field, and (3) the rationale for operationalizing the body of knowledge in the development of curriculum guidelines. The curriculum contains 11 modules. Each module is described in terms of a rationale, objectives, assessment of entry-level behaviors, learning activities and assessment of outcomes. The rationale is an abstract or theoretical statement introducing the readers to the importance and relevance of the module's objectives. It also briefly illustrates the procedures for learning, states where the emphasis of learning should be placed and points out any perceived limitations of the module. The objectives are the outcomes to be obtained by the student upon completion of the module and are stated in measurable terms. The techniques for assessment of entry-level behaviors provide a measure of the student's prerequisite capabilities in relation to those competencies to be acquired in a module. Based on the outcomes of the pre-assessment, the student may bypass the module, receive credit without further activities, or focus on learning in those areas of greatest need. The learning activities suggest several procedures and learning experiences necessary for obtaining the competencies specified by the module objectives. The assessment of outcomes determine whether the module objectives have been accomplished. The curriculum consists of the following modules:

- Philosophical and Theoretical Foundations of Therapeutic Recreation
- Normal Human Growth and Development
- Orientation to Disability Groups
- Programming and Evaluation of Therapeutic Recreation Services
- Introspection and Communication
- Therapeutic Recreation Roles and Process
- Group Dynamics and Leadership
- Activity Analysis, Selection, Adaptation
- Professionalism in Therapeutic Recreation
- Roles and Functions of Related Disciplines and Interprofessional Relationships
- Field Practicum

(Excerpts from author's preface and Part I.)

CURRICULUM GUIDE

Title:	THERAPEUTIC RECREATION TECHNOLOGY: SUPPLEMENTARY CURRICULUM MATERIALS
Compiled by:	CONSERVA, Inc.
Available From:	East Central Curriculum Coordination Center 100 North 1st Street Springfield, IL 62777
Year:	1979

This document was compiled and bound by CONSERVA, Inc. and consists of curriculum outlines, course descriptions and course objectives used in various post-secondary vocational education programs across the

country. The following is a list of community colleges and universities represented in the document:

- Catonsville Community College
- Golden West Community College
- Green River Community College
- Merritt College
- Northwestern Connecticut Community College
- Pennsylvania State University

CURRICULUM GUIDE

Title: DANCE A WHILE
Authors: Jane A. Harris, Anne M. Pittman, and Marlys S. Waller
Publisher: Burgess Publishing Company
Minneapolis, MN
Date: 1978
No. of Pages: 401
Price: $9.95

This book contains much of the information necessary for designing and conducting a dance program. The information is presented in nine chapters. Chapter 1 describes the history of dancing. Chapter 2 presents the principles of effective group instruction. The components of social recreational dance are discussed in Chapter 3. In Chapter 4 dance fundamentals are presented. Chapters 5-9 describe different types of dancing including square, American Heritage, contra, international folk and social. A list of suggested readings is given at the end of each chapter. The bibliography contains additional resource materials such as magazines and records.

TEXT OR REFERENCE

Title: GAMES, SPORTS, AND EXERCISES FOR THE PHYSICALLY HANDICAPPED
Authors: Ronald C. Adams, Alfred N. Daniel, and Lee Rullman
Publisher: Lea and Febiger
Philadelphia, PA
Date: 1975
No. of Pages: 308
Price: $14.50

This publication is a basic text or resource guide for those working with the physically handicapped. The book contains some of the principles and practices used in physical therapy, therapeutic recreation and adapted physical education in medicine and rehabilitation. The information is organized into nine chapters and ten appendices. Chapter 1 helps the reader to understand the needs and adjustments of the physically handicapped and reviews the different programs of adapted sports, games and exercises for this group. Chapter 2 contains a brief history of therapeutic exercise. A historical background of wheelchair sports is provided in Chapter 3. Chapter 4 surveys prevalent types of defects. Chapter 5 details procedures in posture evaluation. Chapter 6 reviews fundamentals of program organization and administration. An analysis of exercise and activity programs is presented in Chapter 7. Chapter 8 describes a host of adapted sports, games and activities for the physically handicapped. In Chapter 9 a variety of low organization games are described. The appendices contain a wealth of information on therapeutic exercises, general exercise for physical reconditioning, weight training and general body building, crutches, positions for postural drainage, balance beam exercises, rehabilitation calisthenics and the modified Carlson Fatigue Curve, stall bar exercises, riding exercises, and national organizations concerned with the welfare of physically handicapped children and adults.

TEXT OR REFERENCE

Title: PREPARING INSTRUCTIONAL OBJECTIVES
Author: Robert F. Mager
Publishers: Fearon Publishers, Inc.
Belmont, CA 94002
Date: 1975
No. of Pages: 136
Price: $4.50

The purpose of this book is to teach how to specify and communicate the instructional intents that the reader or someone else has decided are worth achieving. The book is organized into nine chapters. Chapter 1 provides an overview of the book. Chapter 2 discusses the importance of explicitly stating objectives. Chapter 3 presents the qualities of useful objectives. Chapters 4, 5, and 6 discuss in greater detail the characteristics of a useful objective. Common problems encountered in the preparation of objectives are described in Chapter 7. Chapter 8 offers exercises for guided practice. Chapter 9 is a self-administered test of the reader's mastery of the materials presented in this book.

TEXT OR REFERENCE

Title: RECREATION: A MEDICAL VIEWPOINT
Author: Paul Haun
Publisher: Teachers College Press
Teachers College, Columbia University
New York, NY 10027
Year: 1965
No. of Pages: 98
Cost: $3.95

This monograph is based on 13 papers written by the author on recreation's role in the promotion of mental health. The material is intended to give the reader an objective view of the changing trends and applications of recreation in health and mental health therapy and would be of interest to recreation workers, health workers, hospital administrators, psychologists and psychiatrists. The references included in this document are the following:

- Recreation in the Mental Hospital
- Recreation in the Total Hospital Situation
- Meeting the Needs of Patients
- Qualities of the Professional in Hospital Recreation
- Hospital Recreation—A Medical Viewpoint
- Recreation as a Human Need
- Pathological Play
- Contributions of Hospital Recreation to the Care and Treatment of Patients
- Leisure in Modern Society
- Aftercare—How to Keep Patients from Returning to the Hospital
- Objective Evidence of Recreation's Contribution to the Patient
- The Challenge of Work and Leisure
- Recreation for the Handicapped

TEXT OR REFERENCE

Title: RECREATION LEADERSHIP AND SUPERVISION: GUIDELINES FOR PROFESSIONAL DEVELOPMENT
Authors: Richard Kraus and Barbara Bates
Publisher: W.B. Saunders Company
Philadelphia, PA
Date: 1975
No. of Pages: 391
Price: $12.00

This book was written as a basic text for college and university courses in recreation leadership and supervision, and to serve as a useful resource for professional workers in the field. It presents a practical, theoretically-sound overview of practices, methods and processes of staff development in leisure service. The text combines a detailed analysis of the qualities

and roles of leaders and supervisors with descriptions of professional preparation, orientation, in-service training, and the supervision and evaluation of personnel. The information is presented in 15 chapters. Chapter 1 describes the social context of recreation leadership and supervision. Chapter 2 contains principles of recreation leadership. Chapter 3 discusses the principles of group dynamics and relates these to recreation. Chapter 4 is concerned with professional preparation in recreation and park leadership, supervision, and administration. The role and administration of field work and internship in the professional preparation in recreation and park personnel is presented in Chapter 5. Chapter 6 is concerned with the process of defining job responsibilities, classifying positions, and recruiting and selecting qualified professional personnel in recreation and park agencies. Chapter 7 discusses the three key elements of staff development: orientation, in-service training and evaluation. Methods of activity leadership are presented in Chapter 8. How to plan, organize and carry out special events is described in Chapter 9. Chapter 10 discusses a variety of leadership functions such as program planning and implementation, developing effective public relations and community involvement and maintaining control of participants' behavior. Chapter 11 discusses leadership in eight settings or areas of services which impose special needs or leadership requirements such as outreach programs for "problem" youth. In Chapter 12 the basic concepts and processes of supervision are presented. Chapter 13 discusses the use of volunteers in recreation programs. Chapter 14 describes different approaches to problem solving in the recreation and parks field. Chapter 15 contains case studies in leadership and supervision. (Excerpts taken from author's Preface)
TEXT OR REFERENCE

Title:	RECREATION TODAY: PROGRAM PLANNING AND LEADERSHIP
Author:	Richard G. Kraus
Publisher:	Goodyear Publishing Company, Inc. Santa Monica, CA
Date:	1977
No. of Pages:	576
Price:	$15.95

This book was written as a basic text for courses providing an introduction to the field of community recreation or organized recreation service, courses describing major recreation program areas and presenting principles and methods of program development, or courses dealing with the theory and practice of group dynamics and with methods and materials in recreation leadership. The material is presented in 20 chapters. Chapter 1 describes modern trends in recreation. Chapter 2 discusses the organization of community recreation today. Chapter 3 describes career alternatives in recreation. Chapter 4 presents program planning guidelines. The programmatic needs and interests of different age groups are discussed in Chapter 5. Chapters 6-8 describe recreation programs in public recreation departments, voluntary and religious organizations and treatment centers, respectively. Chapter 9 discusses recreation for the disabled in a community setting. Chapter 10 discusses recreation programs in the armed forces, industry and commerce. Chapter 11 presents the principles of leadership and group dynamics. Chapter 12 describes the functions and guidelines of recreational leadership. Leadership with special populations is discussed in Chapter 13. Chapters 14-19 establish the value and describe the specifics of a variety of program activities including games, sports, music, drama, dance, arts and crafts, nature activities and special events. Chapter 20 discusses the functions and procedures of research and evaluation in recreation leadership and programming. (Excerpts taken from authors' preface).
TEXT OR REFERENCE

Title:	THERAPEUTIC RECREATION
Author:	Gerald S. O'Morrow
Publisher:	Reston Publishing Company, Inc. Reston, VA 22090
Date:	1976
No. of Pages:	288
Price:	$13.95

This book is an introductory text to therapeutic recreation. The book explores with the student the profession of therapeutic recreation, what demands the profession will make, and whether the student possesses the talents and abilities to meet these demands. The book is organized into eleven chapters. Chapter 1 offers a brief overview of the importance of recreation opportunities in meeting one's leisure needs and satisfying basic growth and development needs. The next three chapters address the student on such vitally important subjects as (1) the prevalence and characteristics of special populations, the attitudes of society toward special populations and the concepts of health-illness and rehabilitation-punishment; (2) the agencies and institutions that offer rehabilitation or special services to special populations; and (3) the historical base of rehabilitation and therapeutic recreation. Chapters 5-8 consider the general philosophical orientation toward therapeutic recreation and the major views held toward therapeutic recreation as a process and as a service, the contribution of activities to successful adjustment for special populations and the leadership roles in therapeutic recreation, as well as briefly discussing human growth and development and basic needs. Also discussed are the various human service models found in rehabilitation and community settings, the role of therapeutic recreation in these models, and the use of therapeutic recreative experiences in the assessing, planning, implementing and evaluating process. Chapters 9 and 10 explore the competencies necessary to be a successful therapeutic recreation specialist, including career opportunities and recommendations for personal and professional improvement along with considering the many ways that the student can serve the profession and benefit from it. Chapter 11 considers the future of therapeutic recreation. At the end of each chapter is a list of suggested readings that will help the student increase his or her understanding of topics discussed within the chapter. The appendices include information on medical terminology, drug therapy, progress note guidelines, therapeutic recreation professional standards and a listing of voluntary and professional organizations involved in rehabilitation. (Excerpts from author's Preface)
TEXT OR REFERENCE

Title:	THERAPEUTIC RECREATION: ITS THEORY, PHILOSOPHY, AND PRACTICE
Authors:	Virginia Frye and Martha Peters
Publisher:	Stackpole Books Harrisburg, PA 17105
Date:	1972
No. of Pages:	223
Price:	$12.50

The purpose of this book is to provide a comprehensive view and a better understanding of recreation in relation to medicine and rehabilitation, and to suggest principles and guidelines for those persons who are interested in maximizing the therapeutic benefits of recreation. Part I sets the historical background of therapeutic recreation and establishes the philosophical foundations upon which the principles and practices are based. In Part II, the therapeutic possibilities of recreation are related to the effects of various illnesses and disabilities upon the individual's capacity to realize his/her fullest potential socially, physically, intellectually and creatively. Part III deals with the practical matters involved in the organization and administration and provision of therapeutic recreation services in a variety of settings, including those in the community outside the institution. Suggested criteria for personnel, adminsitrative patterns, program planning and facilities are given. Part IV concludes with a discussion of various research studies and their applications to the practice of therapeutic recreation, together with some indications of the issues and trends of the future. (Excerpted from authors' Foreword)
TEXT OR REFERENCE

Title: THERAPEUTIC RECREATION PROGRAM DESIGN: PRINCIPLES AND PROCEDURES
Author: Scout Lee Gunn and Carol Ann Peterson
Publisher: Prentice Hall, Inc.
Old Tappan, NJ 07675
Date: 1978
No. of Pages: 345
Price: $14.97

This book presents basic principles and procedures for systematically designing, implementing and evaluating therapeutic recreation programs in various settings. The book contains 17 chapters. Chapter 1 presents a rationale for systematic program design, the format for presentation of materials and a brief overview of therapeutic recreation. Chapter 2 presents a comprehensive therapeutic recreation service model that systematically conceptualizes and defines the roles and functions of services on a continuum ranging from treatment to independent leisure functioning. A biopsychosocial approach to working with program participants is provided in Chapter 3. Chapter 4 discusses the contemporary factors affecting program design, including normalization and mainstreaming, integrated versus segregated programming, accessibility and debilitating attitudes assumed toward, and in working with, the handicapped. Chapter 5 outlines the basic concepts of systematically designed programs and develops a rationale for utilizing a systems approach. An approach to individualized program planning is given in Chapter 6. Chapter 7 presents a method of group assessment. Chapter 8 focuses on determining program direction once individual and group needs have been established. Chapter 9 is concerned with developing program content and process. Chapter 10 presents materials related to activity analysis and applications, including principles of activity selection, modification and sequencing, as well as techniques to determine an activity's appropriateness and the possible inherent therapeutic benefits of participation. The importance of specifying the interaction styles and techniques used by the therapeutic recreator as vital aspects of program design and implementation are discussed in Chapter 11. Chapter 12 contains program implementation strategies. Chapter 13 presents the basic techniques of program evaluation based on systems design. Chapter 14 offers a basic management philosophy that uses all available resources and allows for individual accountability and responsibility in service delivery. Chapter 15 presents a rationale and guidelines for ongoing staff development and in-service training. Chapter 16 discusses the basic principles of charting, record keeping, and reporting in therapeutic recreation programs. Chapter 17 details the various roles and functions of consultants in therapeutic recreation. The appendices contain information on instruments for evaluating the abilities of the physically handicapped child and assessment instruments useful in therapeutic recreation. (Excerpts taken from Chapter 1).
TEXT OR REFERENCE

Title: THERAPEUTIC RECREATION SERVICE: AN APPLIED BEHAVIORAL SCIENCE APPROACH
Author: Elliott M. Avedon
Publisher: Prentice Hall, Inc.
Old Tappan, NJ 07675
Date: 1974
No. of Pages: 254
Price: $11.95

This publication presents basic information for program administrators concerned with recreation for persons limited in some respect. The book is divided into 12 chapters. Chapter 1 discusses the historical precedence of therapeutic recreation, and Chapter 2 the field's development in the twentieth century. Chapter 3 presents principles that influence delivery of therapeutic recreation services. Chapter 4 attempts to indicate the similarities of recreation, education, social work and treatment services, and to delineate their differences by examining their goals and objectives, service implementation strategies, persons served, service settings and the kinds of education and preparation required in order to deliver service. Chapter 5 discusses four different ways or contexts in which the word recreation is used (philosophical, experience, social institution, and service). Chapters 6 and 7 contain a detailed treatment of the elements of therapeutic recreation service including the general and non-specific tasks that recreation specialists perform. Chapter 8 discusses the application of information from the social sciences to the development of programs. The relevance of systems analysis procedures in program planning is presented in Chapter 9. Chapter 10 presents the key social and behavioral factors which must be considered in organizing a program. Chapter 11 outlines the factors to be considered in determining programming content. Chapter 12 offers case exampies for consideration and discussion.
TEXT OR REFERENCE

Title: THERAPEUTIC RECREATION SERVICE: PRINCIPLES AND PRACTICES
Author: Richard Kraus
Publisher: W.B. Saunders, Co.
Philadelphia, PA
Date: 1978
No. of Pages: 395
Price: $9.75

This book is designed as a text for college and university courses on the provision of recreation programs for the ill and disabled in both institutional and community settings. Its purpose is two-fold: (a) to provide a theoretical rationale for the development of therapeutic recreation services for such groups as the physically disabled, mentally-ill, mentally retarded, socially deviant and dependent aging, and (b) to offer practical guidelines for the operation of such programs including detailed examples of activities and leadership methods. The information is presented in a series of twelve chapters and five appendices. Chapter 1 generally describes therapeutic recreation services in terms of the past and present. Chapter 2 presents a rationale for therapeutic recreation service. Chapter 3 describes professional development in therapeutic recreation. Program planning and therapeutic techniques are presented in Chapter 4. Chapter 5 discusses the relationship between recreation and mental illness. Chapters 6-9 are concerned with recreation for the mentally retarded and learning disabled, physically disabled, aging and social deviant or dependent youth, respectively. Chapter 10 discusses the selection and modification of program activities. Community services for disabled are described in Chapter 11. The role of evaluation and research in therapeutic recreation is presented in Chapter 12. The appendices contain personnel standards developed by the National Therapeutic Recreation Society, examples of competency-based curriculum development in therapeutic recreation, films, a list of organizations concerned with recreation or disability and sources of recreation equipment and supplies.
TEXT OR REFERENCE

REFERENCES

Berryman, Doris L., Arje, F.B., Humphrey, F., Lefebvre, C.B., and Tague, J. *A Modular Training Program for Therapeutic Recreation Technician I.* Arlington, VA: National Therapeutic Recreation Society, 1975.

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Meleen, Paulette S. and others. *Planning for Vocational Education: New and Emerging Occupations.* Belmont, MA: Contract Research Corporation, 1976.

Nelson, Orville, "Emerging Occupations." *The Wisconsin Vocational Educator, 1978, 4,* pp. 1-3.

Spetz, Sally H., W.D. Heath and D.S. Katz. *Current and Future Employment Opportunities in New and Emerging Occupations Within Illinois.* Raleigh, NC: CONSERVA, Inc. 1978. (Sponsored by the Illinois State Board of Education.)

APPENDICES

APPENDIX A

SCHOOLS CONTACTED WHICH OFFER TECHNICIAN COURSEWORK IN THERAPEUTIC RECREATION

CALIFORNIA

Golden West College
15744 Golden West St.
Huntington Beach, CA 92647

Merritt College
12500 Campus Drive
Oakland, CA 94619

CONNECTICUT

Northwestern Connecticut Community College
Park Place East
Winsted, CT 06098

INDIANA

Vincennes University
Vincennes, IN 47591

MARYLAND

Catonsville Community College
800 South Rolling Road
Catonsville, MD 21228

Community College of Baltimore
2901 Liberty Heights
Baltimore, MD 21215

MICHIGAN

Kalamazoo Community College
6767 West O
Kalamazoo, MI 49009

NORTH CAROLINA

Caldwell Community College and Technical Institute
1000 Hickory Boulevard
Hudson, NC 28638

PENNSYLVANIA

Pennsylvania State University
College of Health, Physical Education, and Recreation
267 Recreation Building
University Park, PA 16802

WASHINGTON

Green River Community College
12401 SE 320th
Auburn, WA 98002

APPENDIX B

INDIVIDUALS INDICATING AN INTEREST IN CONSULTING

Mr. Jimmy Hemfield
Caldwell Community College and Technical Institute
P.O. Box 600
Lenoir, NC 28645
(704) 728-4323

Ms. Margaret C. Hickey
Golden West College
15744 Golden West Street
Huntington Beach, CA 92647
(714) 892-7711

Dr. Larry Williams
Catonsville Community College
800 South Rolling Road at Valley Road
Catonsville, MD 21228
(301) 455-6050

Dr. Bernard E. Thorn
College of Health, Physical Education, and Recreation
The Pennsylvania State University
University Park, PA 16802
(814) 865-1851

APPENDIX C
RELATED AGENCIES/ORGANIZATIONS

Administration on Aging
330 C Street, S.W.
Washington, D.C. 20201

American Art Therapy Association
6010 Broad Branch Road, N.W.
Washington, DC 20015

American Association for Leisure and Recreation
1201 Sixteenth Street, N.W.
Washington, DC 20000

American Camping Association
Bradford Woods
Martinsville, IN 46151

American Foundation for the Blind
15 West Sixteenth Street
New York, NY 10011

American Association on Mental Deficiency
5201 Connecticut Avenue, N.W.
Washington, DC 20036

American National Red Cross
17th and D Street, N.W.
Washington, DC 20000

American Nursing Home Association
1346 Connecticut Avenue, N.W.
Washington, DC 20006

American Occupational Therapy Association, Inc.
251 Park Avenue South
New York, NY 10010

American Physical Therapy Association, Inc.
1156 15th Street, N.W.
Washington, DC 20005

American Psychiatric Association
1700 18th Street, N.W.
Washington, DC 20000

American Psychological Association
1200 17th Street, N.W.
Washington, DC 20000

American Public Health Association
224 E. Capital
Washington, DC 20000

Arthritis and Rheumatism Foundation
10 Columbus Circle
New York, NY 10019

Athletic Institute
705 Merchandise Mart
Chicago, IL 60654

Bureau of Education for the Handicapped
(Office of Education)
400 Maryland Avenue, S.W.
Washington, DC 20202

Children's Bureau
Office of Child Development
300 Independence Ave., S.W.
Washington, DC 20201

Department of Health, Education and Welfare
300 Independence Ave., S.W.
Washington, DC 20201

International Recreation Association
345 East 46th Street
New York, NY 10017

International Society for Rehabilitation of the Disabled
219 East 44th Street
New York, NY 10017

Joseph P. Kennedy, Jr. Foundation
c/o Mrs. Bryon H. Pyle
785 Park Avenue
New York, NY 10021

Muscular Dystrophy Association of America
1790 Broadway
New York, NY 10019

National Association for Mental Health
10 Columbus Circle
New York, NY 10020

National Association for Music Therapy, Inc.
P.O. Box 610
Lawrence, KS 66044

National Association for Retarded Children, Inc.
420 Lexington Avenue
New York, NY 10017

National Association of Social Workers
2 Park Avenue
New York, NY 10010

National Association of the Deaf
814 Thayer Avenue
Silver Spring, MD 20910

National Council on the Aging
315 Park Avenue, S.
New York, NY 10010

National Easter Seal Society for Crippled Children and Adults
2023 W. Ogden Avenue
Chicago, IL 60612

National Foundation for Neuromuscular Diseases
250 West 57th Street
New York, NY 10019

National Institute of Health
9000 Rockville Pike
Bethesda, MD 20010

National Multiple Sclerosis Society
257 Park Avenue, S.
New York, NY 10010

National Recreation and Park Association
American Park and Recreation Society (Branch of NRPA)
National Therapeutic Recreation Society (Branch of NRPA)
Society of Park and Recreation Educators (Branch of NRPA)
1601 N. Kent Street
Arlington, VA 22209

National Rehabilitation Association
1522 K Street, N.W.
Washington, DC 20005

Rehabilitation Services Administration
330 C Street, S.W.
Washington, DC 20201

United Cerebral Palsy Association
55 East 34th Street
New York, NY 10016

Veterans Administration (Central Office)
Washington, DC 20420

World Leisure and Recreation Association
345 East 46th Street
New York, NY 10017

APPENDIX D

RELATED JOURNALS/PERIODICALS

JOURNAL OF LEISURE RESEARCH
National Recreation and Park Association
1601 North Kent Street
Arlington, VA 22209
Issue Rate: Quarterly.

JOURNAL OF PHYSICAL EDUCATION AND RECREATION
American Alliance for Health, Physical Education and Recreation
1201 16th Street, N.W.
Washington, DC 20036
Issue Rate: Monthly.

PARKS AND RECREATION
National Recreation and Park Association
1601 North Kent Street
Arlington, VA 22209
Issue Rate: Monthly.

RECREATION CANADA
Canadian Parks/Recreation Association
333 River Road
Vanier City, Ontario K1L8B9
Issue Rate: Monthly.

RECREATION REVIEW
Ontario Research Council on Leisure
400 University Avenue
Toronto, Ontario M7A1H9
Issue Rate: Quarterly.

RESEARCH QUARTERLY
American Alliance for Health, Physical Education and Recreation
1201 16th Street, N.W.
Washington, DC 20036
Issue Rate: Quarterly.

THERAPEUTIC RECREATION JOURNAL
National Therapeutic Recreation Society
1601 North Kent Street
Arlington, VA 22209
Issue Rate: Quarterly.